

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
SUCCESS ACADEMY CHARTER SCHOOLS -
NYC'S AUTHORITY TO OPERATE:*

SUCCESS ACADEMY CHARTER SCHOOL – BED STUY 1

SUCCESS ACADEMY CHARTER SCHOOL – BED STUY 3

SUCCESS ACADEMY CHARTER SCHOOL – BUSHWICK

SUCCESS ACADEMY CHARTER SCHOOL – FAR

ROCKAWAY

SUCCESS ACADEMY CHARTER SCHOOL – FLATBUSH

SUCCESS ACADEMY CHARTER SCHOOL – HARLEM 1

SUCCESS ACADEMY CHARTER SCHOOL – SOUTH

JAMAICA

SUCCESS ACADEMY CHARTER SCHOOL – UPPER WEST

REPORT DATE: MARCH 31, 2026

VISIT DATE: JANUARY 20, 2026



Charter Schools Institute
The State University of New York

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EDUCATION CORPORATION BACKGROUND

SUCCESS ACADEMY CHARTER SCHOOLS - NYC



MISSION

To provide students in New York City with an exceptionally high quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State Common Core Learning Standards, and the resources to lead and succeed in school, college, and a competitive global economy.

Success Academy Charter Schools – New York City seek to provide this exceptionally high quality education to all of their students, including English language learners and students with special education needs, irrespective of socioeconomic, racial, ethnic, and/or other status.

EDUCATION CORPORATION BACKGROUND

Success Academy Charter Schools – New York City (“SACS NYC” or the “education corporation”), a not-for-profit charter school education corporation, is currently authorized to operate 41 charter schools, 38 of which are open and operating. SACS NYC partners with the charter management organization Success Academy Charter Schools, Inc. (“Success Academy” or the “network”), a Delaware not-for-profit corporation based in New York City, which serves the 41 schools within SACS NYC. By contract, Success Academy provides the schools with academic, operational, finance, legal, and back office assistance. Each SACS NYC school implements an academic program consistent with all other SACS NYC charters, all of which are high performing. SACS NYC intends to open Success Academy Charter School – NYC 17 during the 2026-27 school year, and intends to open Success Academy Charter School – NYC 15 and Success Academy Charter School – NYC 18 during the 2028-29 school year.

CURRENT EDUCATION CORPORATION SNAPSHOT

First School Opened:
2006

Total Number of Charters:
41

Number of Students Served:
24,542

PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

Serves: Kindergarten – 12th

Total Number of Charters:
40

Number of Students Served in 2026-27:
24,971

Information about each charter is found on the following page.

EDUCATION CORPORATION BACKGROUND

Success Academy Charter School –

Bed Stuy 1



Opening Year: 2011

Current Enrollment/Grades: 1,157 | K-12

Future Enrollment/Grades: 1,034 | K-12

Success Academy Charter School - Queens Village | 92-53 Springfield Boulevard, Queens, New York | Queens CSD 29 | K-4
Success Academy Charter School - Bed Stuy 1 Middle School and High School of the Liberal Arts | 70 Tompkins Avenue, 2nd Floor, Brooklyn, New York | Brooklyn CSD 14 | 5-12

Success Academy Charter School –

Bed Stuy 3



Opening Year: 2016

Current Enrollment/Grades: 445 | K-1, 5-8

Future Enrollment/Grades: 597 | K-3, 5-8

Success Academy - Ridgewood | 63-57 Fresh Pond Road, Ridgewood, Queens, New York | Queens CSD 24 | K-1
Lafayette Middle School | 787 Lafayette Avenue, 3rd Floor, Brooklyn, New York | Brooklyn CSD 16 | 5-8

Success Academy Charter School –

Bushwick



Opening Year: 2016

Current Enrollment/Grades: 625 | K-4

Future Enrollment/Grades: 531 | K-4

Success Academy Charter School - Bushwick | 139 Menahan Street, Brooklyn, New York | Brooklyn CSD 32 | K-4

Success Academy Charter School –

Far Rockaway



Opening Year: 2016

Current Enrollment/Grades: 813 | K-8

Future Enrollment/Grades: 699 | K-8

Success Academy Charter School - Far Rockaway | 10-45 Nameoke Street, Floor 3, Queens, New York | Queens CSD 27 | K-4
Success Academy Charter School - Rockaway Park Middle School | 190 Beach 110th Street, Queens, New York | Queens CSD 27 | 5-8

Success Academy Charter School –

Flatbush



Opening Year: 2016

Current Enrollment/Grades: 655 | K-4

Future Enrollment/Grades: 539 | K-4

Success Academy Charter School - Flatbush | 15 Snyder Avenue, Brooklyn, New York | Brooklyn CSD 17 | K-4

* New York City Community School District (“CSD”)

Under the New York Charter Act of 1998 (as amended, the “Act”), each charter school may serve students in Kindergarten through 12th grade with authorizer approval. A charter school may operate multiple sites to serve its approved grade configuration. However, no charter school may serve students in the same grade level at more than one site.

EDUCATION CORPORATION BACKGROUND

Success Academy Charter School –

Harlem 1



Opening Year: 2006

Current Enrollment/Grades: 1,807 | K-12

Future Enrollment/Grades: 1,446 | K-12

Success Academy Charter School - Harlem 1 | 34 West 118th Street, 2nd Floor, New York, New York | Manhattan CSD 3 | K-4

Success Academy Charter School - Harlem West Middle | 215 West 114th Street, 5th Floor, New York, New York | Manhattan CSD 3 | 5-8

High School of the Liberal Arts – Manhattan | 111 East 33rd Street, 4th Floor, New York, New York | Manhattan CSD 2 | 9-12

Success Academy Charter School –

South Jamaica



Opening Year: 2016

Current Enrollment/Grades: 514 | K-4

Future Enrollment/Grades: 477 | K-4

Success Academy Charter School - South Jamaica | 120-27 141st Street, Queens, New York | Queens CSD 27 | K-4

Success Academy Charter School –

Upper West



Opening Year: 2011

Current Enrollment/Grades: 264 | K-4

Future Enrollment/Grades: 228 | K-4

Success Academy Charter School - Upper West | 145 West 84th Street, 2nd Floor, New York, New York | Manhattan CSD 3 | K-4



EDUCATION CORPORATION BACKGROUND

SUCCESS ACADEMY CHARTER SCHOOLS - NYC BOARD OF TRUSTEES¹

CHAIR	TRUSTEES
Lorenzo Smith III	Jonathan Auerbach
VICE CHAIR & TREASURER	Derrell Bradford
Scott J. Friedman	Edwin Crespedes
SECRETARY	Ripan Kadakia
Suleman E. Lunat	Aaron Kinnari
	Stirling B. Levy
	Kamilah Mitchell-Thomas
	Robin Pzena
	Lizette St. Hilarie

SUCCESS ACADEMY CHARTER SCHOOLS, INC. BOARD OF TRUSTEES

CHAIR	TRUSTEES	
Richard S. Pzena	Joan Berger	Suzie Kovner
VICE CHAIR & TREASURER	Diahann Billings-Burford	Yen Liow
Richard Barrera	Rosamund Else-Mitchell	Daniel S. Loeb
SECRETARY	Katherine G. Farley	Robert Niehaus
Kent A. Yalowitz	Cindy H. Finkelman	Simon Shaw
	Steven M. Galbraith	
	Joel Greenblatt	
	William Greenblatt	
	S. Fitzgerald Haney	
	C. C. Melvin Ike	

KEY DESIGN ELEMENTS

A focus on student achievement	+	Charter school leaders with the power to lead	+
Research-based, results driven curriculum	+	Highly qualified and highly trained staff	+
Frequent assessments produced and analyzed in real time	+	Strong school culture including enforcement of ACTION principles (Agency, Curiosity, Try and Try, Integrity, Others, and No Shortcuts).	+
Extended school day	+		

1. Source: The Institute's board records at the time of report finalization.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

EXECUTIVE SUMMARY

FULL-TERM RENEWAL WITH CONDITIONS

Renewal through July 31, 2027. *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the following Applications for Charter Renewal:*

- *Success Academy Charter School - Bed Stuy 1;*
- *Success Academy Charter School - Bed Stuy 3;*
- *Success Academy Charter School – Bushwick;*
- *Success Academy Charter School - Far Rockaway;*
- *Success Academy Charter School – Flatbush;*
- *Success Academy Charter School - Harlem 1;*
- *Success Academy Charter School - South Jamaica; and,*
- *Success Academy Charter School - Upper West;*

to align each related education corporation’s charter and renewal schedule going forward. If each school is renewed, SACS NYC will be granted the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal and subject to a set of conditions listed below. The Institute makes this recommendation based on each charter meeting the criteria for renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (“SUNY Renewal Policies”).²

THE EDUCATION CORPORATION IS SUBJECT TO THE FOLLOWING CONDITIONS

By July 1, 2026, the education corporation must provide a Corrective Action Plan, to be approved by the Institute, to come into compliance with teacher certification requirements under the Act inclusive of methods to assist uncertified teachers in obtaining certification, an identified system of monitoring certification status, and administrative or monetary supports offered to teachers. The education corporation must demonstrate significant improvement regarding compliance with teacher certification requirements in accordance with the Act by the conclusion of the education corporation’s next proposed renewal term. This applies only to Success Harlem 1 as all other charters under renewal review are in compliance with teacher certification.

2. *SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).*



EXECUTIVE SUMMARY

The table below presents information on the Institute’s plan³ to align the charter expiration dates of the majority of charters under the education corporation. By the 2026-27 school year, the charter expiration dates for most SACS NYC schools will align. At that time, the Institute will conduct a full renewal review of all charters due for renewal in 2026-27 in the education corporation.

2025-26	2026-27		2027-28	2028-29
<p><i>Proposed True Up Renewal Through July 31, 2027</i></p> <p>Success Bed Stuy 1 Success Bed Stuy 3 Success Bushwick Success Far Rockaway Success Flatbush Success Harlem 1 Success South Jamaica Success Upper West</p>	<p><i>Full Education Corporation Renewal</i></p> <p>Success Bed Stuy 2 Success Bensonhurst Success Bergen Beach Success Bronx 1 Success Bronx 2 Success Bronx 4 Success Bronx 5 Lower Success Bronx 5 Upper Success Cobble Hill Success Crown Heights Success Harlem 2 Success Harlem 3 Success Harlem 4</p>		<p>Success Harlem 5 Success Hell’s Kitchen Success Hudson Yards Success Norwood Success Prospect Heights Success Rosedale Success Sheepshead Bay Success Springfield Gardens Success Union Square Success Washington Heights Success Williamsburg</p>	<p>Success NYC 5 Success NYC 6 Success NYC 7 Success NYC 12 Success NYC 14</p>
			Success Bronx 3	

EXECUTIVE SUMMARY

All eight SACS NYC schools under review have demonstrated a consistent record of strong academic performance aligned with the aggregate trend across the education corporation. Each school met its English language arts (“ELA”), mathematics, graduation, and college preparation goals over the charter term, reflecting high levels of absolute achievement and effective implementation of the SACS NYC educational program.

Over the term, the network consistently deployed effective academic systems to support rigorous instruction and student learning. These systems include routinely evaluating and refining curriculum; maintaining principals’ focus on instructional leadership; delivering extensive, structured professional development for staff members; and, implementing frequent assessment cycles to ensure data driven instructional adjustments. As a result, all schools in the renewal cohort produced ELA and mathematics results that exceeded the absolute target of 75% proficiency and outperformed the schools’ respective local district results.

SACS NYC also demonstrates strong programmatic support beyond the school year. The network operates a comprehensive summer learning model that provides targeted academic intervention and enrichment. The model not only serves students requiring credit recovery but also those who lack mastery in discrete standards, as well as newly enrolled students needing support to meet grade level expectations.

3. The above plan does not guarantee a specific renewal outcome for the education corporation or any of its charter schools.

EXECUTIVE SUMMARY

At the high school level, Success Academy Harlem 1 offers extensive Advanced Placement (“AP”) and college level coursework aligned to the network’s college readiness mission. Students demonstrate strong year over year performance on AP exams, and the school’s graduating classes consistently have high college acceptance rates including offers from selective institutions. SACS NYC offers dual enrollment partnerships for college credit from Columbia University, Hunter College, and Georgia Tech. In addition, high school students access a wide array of summer opportunities including performing arts intensives, international travel, humanitarian service experiences, journalism, coding, and residential pre-college programs.

FINDINGS & INFORMATION

Is each school due for renewal an academic success?

The eight schools due for renewal are academic successes having demonstrated a track record of superlative achievement. Each school met its key academic Accountability Plan goals over the term. Across the education corporation in 2024-25, 94% of SACS NYC tested students enrolled in at least their second year scored at or above proficient in ELA and 97% did so in mathematics. At the high school level, 100% of graduating seniors passed at least one AP examination in the majority of years of the term. The schools further demonstrate success in the following ways:

- In 2024-25, all eight SACS NYC schools under renewal review exceeded all targets included under the ELA goal.
- In 2024-25, all eight schools under renewal review posted mathematics proficiency rates for tested students enrolled in at least their second year that exceeded the absolute target of 75%.
- In 2024-25, 93% of Success Harlem 1’s 2021 Cohort graduated after four years exceeding the absolute target of 75% and the district rate.

Is each school due for renewal an effective, viable organization?

SACS NYC is an effective, viable organization as are each of the eight schools due for renewal. The network provides robust operational supports to each school and manages most back office supports. The network strategically supports each school’s director of operations with other operational leaders. As a result, school-based instructional leaders are able to primarily focus on academics. Network operations leaders closely monitor metrics from an operational standpoint to ensure that schools optimize all systems across the education corporation. The board continues to provide thoughtful and effective oversight of both the contract with the network and of each school.

Is each school due for renewal fiscally sound⁴?

SACS NYC is fiscally sound based on the Institute’s review of the renewal documentation. The education corporation establishes strong methods of budget creation that consider all departments of the organization to develop accurate revenue and expense projections. The education corporation maintained adequate enrollment throughout the current charter term generating sufficient revenue to cover expenses.

4. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that each charter up for renewal and the education corporation have demonstrated fiscal soundness over the majority of the charter term. The fiscal dashboard for each charter and the merged education corporation can be found at the end of this section.

EXECUTIVE SUMMARY

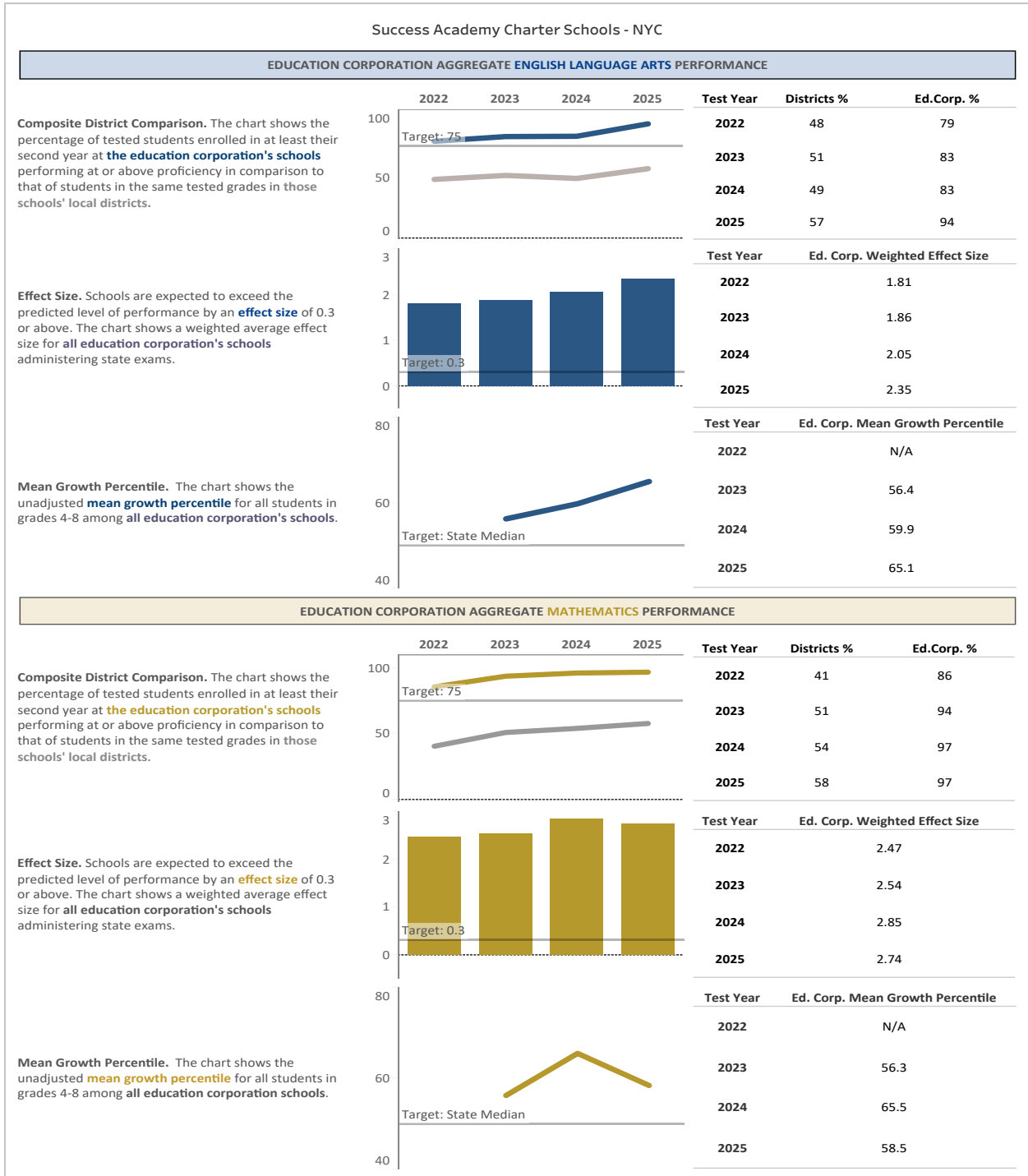
SACS NYC demonstrated a positive financial performance during the current charter term with net assets of \$328.6 million and 1.8 months of cash on hand as of the 2024-25 school year. SACS NYC currently operates 53 sites. Among those, 51 are co-located through the New York City Department of Education (“NYCDOE”) and two are privately leased properties.

If the SUNY Trustees renew each school, are the education corporation’s plans for each school reasonable, feasible, and achievable?

The education corporation’s plans for the eight schools under renewal review are reasonable, feasible, and achievable. The future budget in the renewal documentation contains reasonable and feasible revenue and expense projections for the proposed charter term. The board will continue to collaborate and oversee the performance of the network.

EDUCATION CORPORATION OVERVIEW

SUCCESS ACADEMY CHARTER SCHOOLS - NYC: AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL SCHOOLS



EDUCATION CORPORATION AGGREGATE MATHEMATICS PERFORMANCE

Composite District Comparison. The chart shows the percentage of tested students enrolled in at least their second year at the education corporation's schools performing at or above proficiency in comparison to that of students in the same tested grades in those schools' local districts.

Test Year	Districts %	Ed.Corp. %
2022	41	86
2023	51	94
2024	54	97
2025	58	97

Effect Size. Schools are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for all education corporation's schools administering state exams.

Test Year	Ed. Corp. Weighted Effect Size
2022	2.47
2023	2.54
2024	2.85
2025	2.74

Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among all education corporation schools.

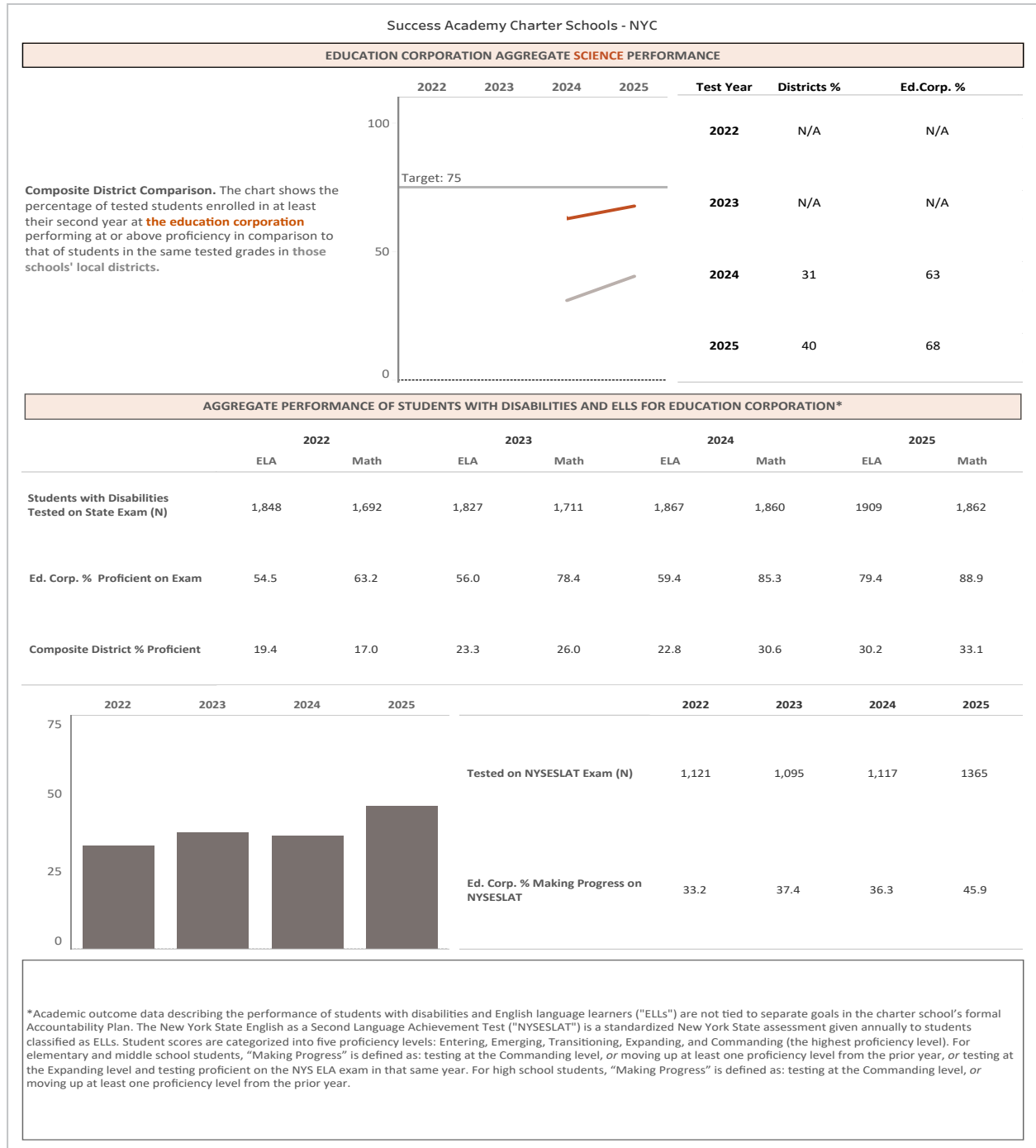
Test Year	Ed. Corp. Mean Growth Percentile
2022	N/A
2023	56.3
2024	65.5
2025	58.5

The composite district comparison is a weighted proficiency rate including all comparison grades from New York City CSDs in which a charter in the education corporation is located. The data reflect results for all charters in the education corporation that have produced New York State exam results.



EDUCATION CORPORATION OVERVIEW

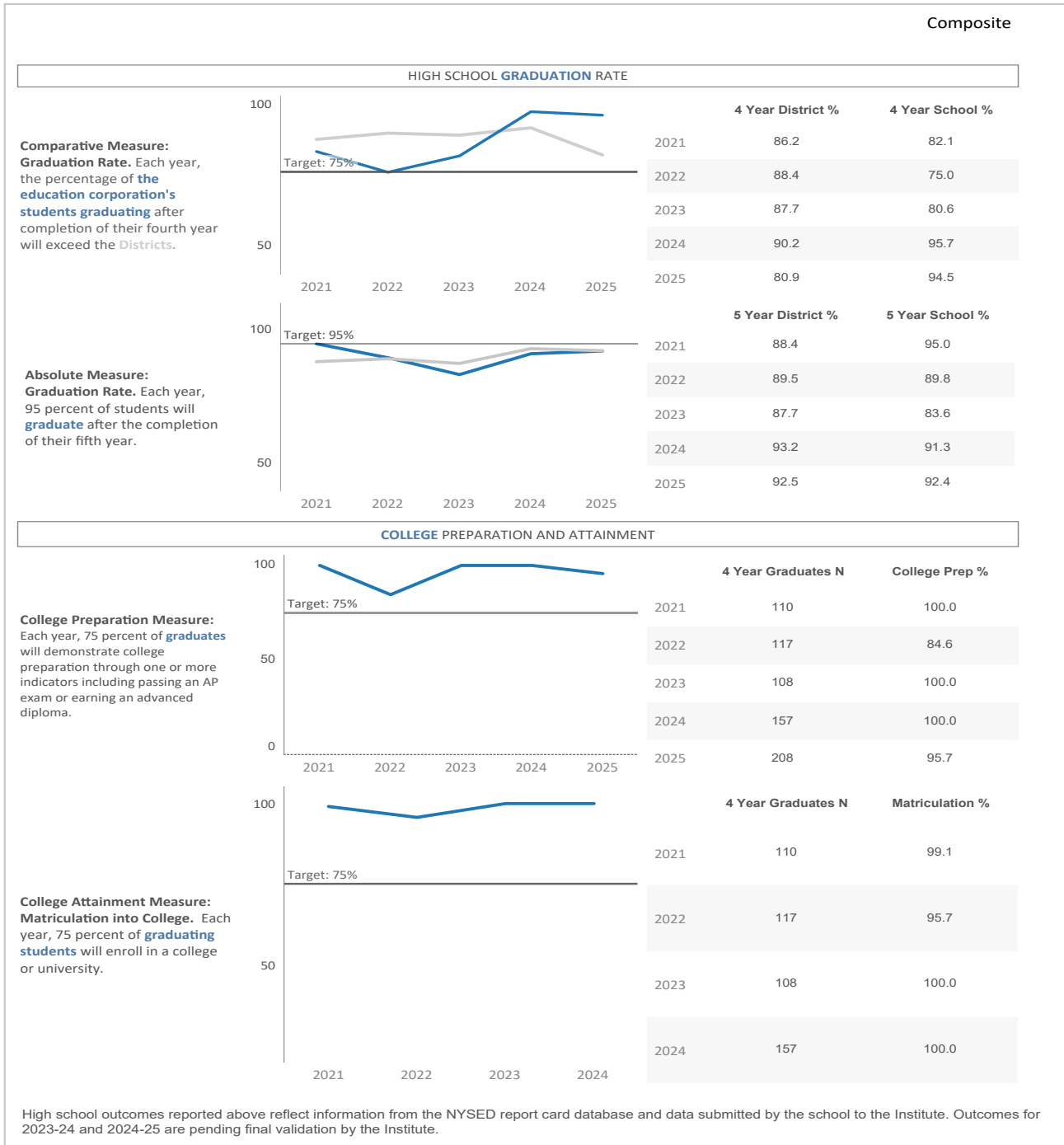
SUCCESS ACADEMY CHARTER SCHOOLS - NYC: AGGREGATE SCIENCE PERFORMANCE FOR ALL SCHOOLS





EDUCATION CORPORATION OVERVIEW

SUCCESS ACADEMY CHARTER SCHOOLS - NYC: AGGREGATE HIGH SCHOOL PERFORMANCE FOR ALL SCHOOLS





ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 1

Brooklyn CSD 14

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.</p>					2022	3-8	45	81
					2023	5-8	54	81
					2024	6-7	55	89
					2025	6-7	60	98
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-8	67.5	1.81
					2023	5-8	66.0	1.74
					2024	5-7	67.3	2.24
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	57.1		
					2024	63.8		
				2025	69.1			

MATHEMATICS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.</p>					2022	3-7	35	79
					2023	5-7	50	93
					2024	6-7	55	97
					2025	6-7	54	100
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-7	68.1	2.14
					2023	5-7	65.1	2.25
					2024	5-7	67.3	2.75
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in mathematics.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	56.6		
					2024	67.2		
				2025	69.7			



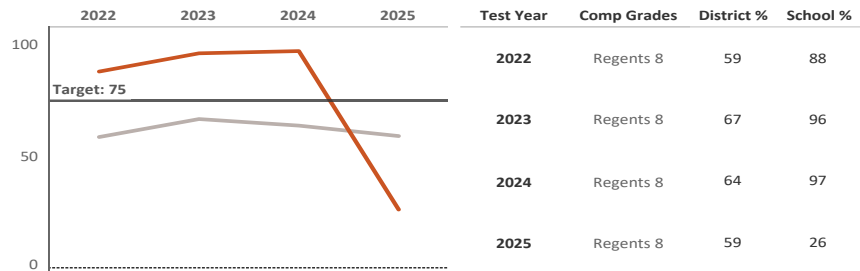
ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 1

Brooklyn CSD 14

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**.



Test Year	Comp Grades	District %	School %
2022	Regents 8	59	88
2023	Regents 8	67	96
2024	Regents 8	64	97
2025	Regents 8	59	26

TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	520	513	385	384	366	450	320	397
School Tested %	99.2	97.9	99.7	99.5	80.6	99.1	79.4	98.5
District Tested %	78.9	78.8	76.3	76.1	75.1	77.4	79.0	79.8

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	106	96	83	78	78	78	65	66
School % Proficient on Exam	57.5	58.3	50.6	71.8	69.2	83.3	89.2	98.5
District % Proficient	16.5	12.1	17.4	19.0	20.6	19.8	31.8	25.2

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	0	6	14	37
School % Making Progress	N/A	66.7	14.3	45.9

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 3

Brooklyn CSD 16

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.</p>	2022	2023	2024	2022	6-8	37	89
				2023	6-8	41	79
				2024	6-7	45	82
				2025	3, 6-7	57	99
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	2022	2023	2024	2022	5-8	57.5	1.55
				2023	5-8	62.6	1.57
				2024	5-7	71.8	1.98
				2025	3-7	73.5	2.96
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.</p>	2022	2023	2024	2022	School Mean Growth		
				2023	N/A		
				2024	55.9		
				2025	57.1		
			2025	80.6			

MATHEMATICS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.</p>	2022	2023	2024	2022	6-7	19	92
				2023	6-7	38	81
				2024	6-7	42	87
				2025	3, 6-7	57	100
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	2022	2023	2024	2022	5-7	56.9	2.05
				2023	5-7	64.6	1.52
				2024	5-7	71.8	2.00
				2025	3-7	73.5	3.18
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in mathematics.</p>	2022	2023	2024	2022	School Mean Growth		
				2023	N/A		
				2024	42.5		
				2025	49.4		
			2025	81.8			

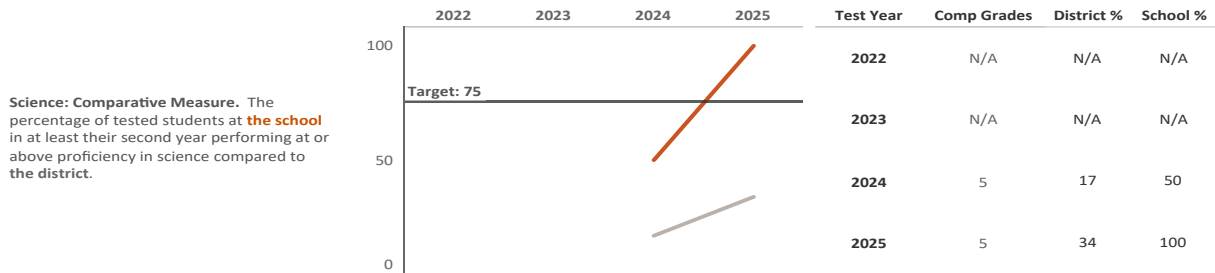


ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 3

Brooklyn CSD 16

SCIENCE ACCOUNTABILITY PLAN GOAL



Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**.

TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	203	202	209	207	252	318	314	368
School Tested %	100.0	100.0	98.1	97.2	78.5	99.1	82.0	96.1
District Tested %	82.5	80.9	82.0	82.2	78.5	81.8	78.1	77.8

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	39	31	38	34	52	52	41	41
School % Proficient on Exam	53.8	51.6	39.5	47.1	57.7	67.3	90.2	97.6
District % Proficient	17.0	8.0	20.0	17.6	24.6	25.5	33.8	31.1

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	4	4	6	39
School % Making Progress	s	s	33.3	71.8

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL – BUSHWICK

Brooklyn CSD 32

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %	
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.</p>	2022	2023	2024	2025	2022	3-4	26	89
					2023	3-4	32	86
					2024	3-4	30	92
					2025	3-4	38	99
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	2022	2023	2024	2025	2022	3-4	71.2	2.39
					2023	3-4	72.0	2.21
					2024	3-4	79.8	2.29
					2025	3-4	79.2	2.07
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.</p>	2022	2023	2024	2025	2022	School Mean Growth		
					2023	N/A		
					2024	59.4		
					2025	52.9		

MATHEMATICS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %	
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.</p>	2022	2023	2024	2025	2022	3-4	26	98
					2023	3-4	33	99
					2024	3-4	37	100
					2025	3-4	45	100
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	2022	2023	2024	2025	2022	3-4	71.2	2.96
					2023	3-4	72.0	3.03
					2024	3-4	79.8	3.22
					2025	3-4	79.2	2.83
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in mathematics.</p>	2022	2023	2024	2025	2022	School Mean Growth		
					2023	66.0		
					2024	74.5		
					2025	48.8		



ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL – BUSHWICK

Brooklyn CSD 32

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**.

N/A

TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	156	155	191	191	174	174	170	170
School Tested %	99.4	99.4	100.0	100.0	98.9	98.9	97.1	97.1
District Tested %	75.2	84.3	78.4	83.7	80.2	87.8	84.4	87.4

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	16	16	20	20	28	28	24	24
School % Proficient on Exam	93.8	87.5	50.0	95.0	82.1	100.0	91.7	100.0
District % Proficient	9.5	12.9	14.8	20.1	14.9	29.9	25.5	32.4

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	102	115	155	191
School % Making Progress	23.5	12.2	2.6	91.1

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - FAR ROCKAWAY

Queens CSD 27

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.</p>					2022	3-6	43	72
					2023	3-7	46	82
					2024	3-7	46	76
					2025	3-7	53	83
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-6	63.0	1.56
					2023	3-7	63.4	1.76
					2024	3-7	69.8	1.53
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	61.3		
					2024	59.9		
				2025	62.0			

MATHEMATICS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.</p>					2022	3-6	36	82
					2023	3-7	48	95
					2024	3-7	51	93
					2025	3-7	56	89
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-6	63.0	2.15
					2023	3-7	63.4	2.58
					2024	3-7	69.8	2.26
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in mathematics.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	58.5		
					2024	62.7		
				2025	55.2			

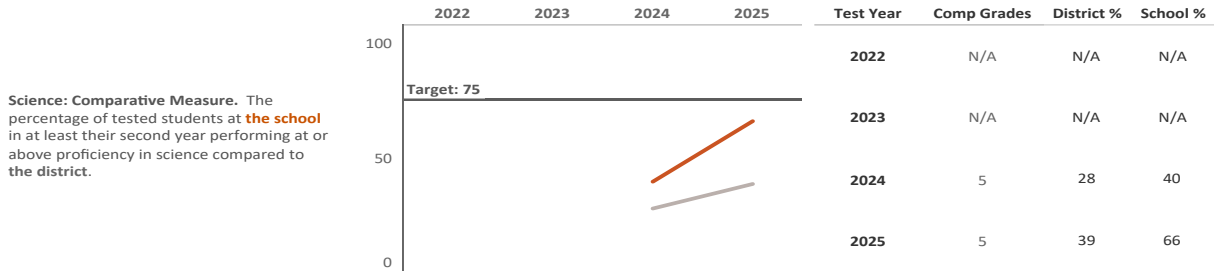


ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - FAR ROCKAWAY

Queens CSD 27

SCIENCE ACCOUNTABILITY PLAN GOAL



Science: Comparative Measure. The percentage of tested students at the school in at least their second year performing at or above proficiency in science compared to the district.

TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	288	287	346	346	363	385	379	418
School Tested %	99.0	99.0	98.9	98.9	92.6	98.2	87.9	97.0
District Tested %	89.0	89.9	87.5	90.5	85.9	89.9	87.3	89.6

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	47	47	55	56	65	65	64	64
School % Proficient on Exam	42.6	59.6	60.0	82.1	55.4	75.4	54.7	64.1
District % Proficient	14.9	15.4	16.7	23.6	18.4	27.4	25.2	30.5

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	8	9	15	33
School % Making Progress	50.0	11.1	13.3	45.5

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL – FLATBUSH

Brooklyn CSD 17

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %		
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.</p>	2022	2023	2024	2025	2022	3-4	44	65	
					2023	3-4	49	68	
					2024	3-4	43	68	
					2025	3-4	60	85	
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	2022	2023	2024	2025	2022	3-4	66.7	0.89	
					2023	3-4	77.6	1.29	
					2024	3-4	78.8	1.27	
					2025	3-4	80.0	1.52	
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.</p>	2022	2023	2024	2025	School Mean Growth				
					2022	N/A			
					2023	54.2			
					2024	47.4			
				2025	56.1				

MATHEMATICS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %		
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.</p>	2022	2023	2024	2025	2022	3-4	36	81	
					2023	3-4	52	94	
					2024	3-4	53	97	
					2025	3-4	61	94	
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	2022	2023	2024	2025	2022	3-4	66.7	1.57	
					2023	3-4	77.6	2.12	
					2024	3-4	78.8	2.42	
					2025	3-4	80.0	2.09	
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in mathematics.</p>	2022	2023	2024	2025	School Mean Growth				
					2022	N/A			
					2023	64.0			
					2024	64.8			
				2025	44.6				



ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL – FLATBUSH

Brooklyn CSD 17

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**.

N/A

TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	229	226	221	222	228	231	219	219
School Tested %	99.6	98.7	99.1	99.6	97.9	99.1	98.2	98.2
District Tested %	87.4	89.0	84.7	85.9	82.4	85.9	82.8	84.3

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	36	35	29	29	42	43	59	59
School % Proficient on Exam	38.9	51.4	27.6	69.0	33.3	90.7	57.6	79.7
District % Proficient	22.7	20.7	24.0	27.8	22.9	30.4	40.1	38.6

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	29	26	38	41
School % Making Progress	24.1	38.5	36.8	17.1

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - HARLEM 1

Manhattan CSD 3

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %	
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.</p>	2022	2023	2024	2025	2022	3-8	65	79
					2023	3-8	68	82
					2024	3-7	65	76
					2025	3-7	70	95
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	2022	2023	2024	2025	2022	3-8	72.0	1.95
					2023	3-8	73.1	1.86
					2024	3-7	77.8	1.76
					2025	3-7	78.4	2.24
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.</p>	2022	2023	2024	2025	2022	School Mean Growth		
					2023	N/A		
					2024	51.9		
					2025	57.8		
					2025	66.0		

MATHEMATICS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %	
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.</p>	2022	2023	2024	2025	2022	3-7	57	84
					2023	3-7	63	90
					2024	3-7	66	93
					2025	3-7	68	95
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	2022	2023	2024	2025	2022	3-7	72.2	2.37
					2023	3-7	74.2	2.29
					2024	3-7	77.8	2.44
					2025	3-7	78.3	2.34
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in mathematics.</p>	2022	2023	2024	2025	2022	School Mean Growth		
					2023	N/A		
					2024	49.7		
					2025	57.4		
					2025	50.2		

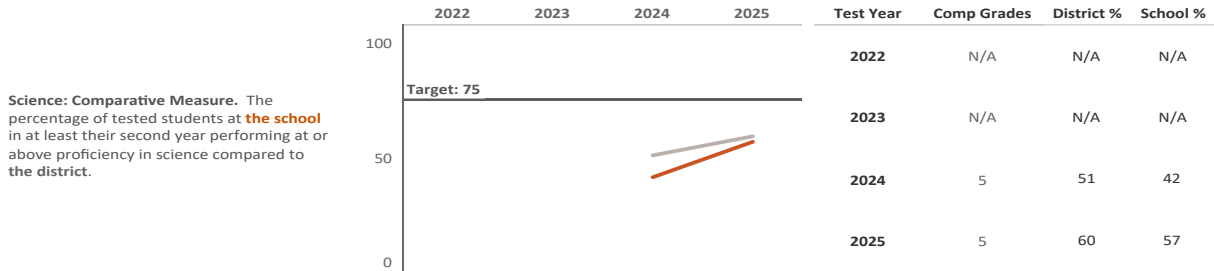


ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - HARLEM 1

Manhattan CSD 3

SCIENCE ACCOUNTABILITY PLAN GOAL



Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**.

TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	551	554	512	513	371	430	361	409
School Tested %	99.3	99.5	99.8	100.0	85.9	99.5	85.1	96.5
District Tested %	92.1	92.0	85.7	90.6	85.9	89.8	87.9	89.2

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	80	78	87	74	77	77	80	79
School % Proficient on Exam	55.0	69.2	47.1	71.6	48.1	84.4	71.3	74.7
District % Proficient	32.0	25.9	37.3	35.6	35.3	41.3	42.8	42.1

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	46	52	38	34
School % Making Progress	28.3	25.0	57.9	55.9

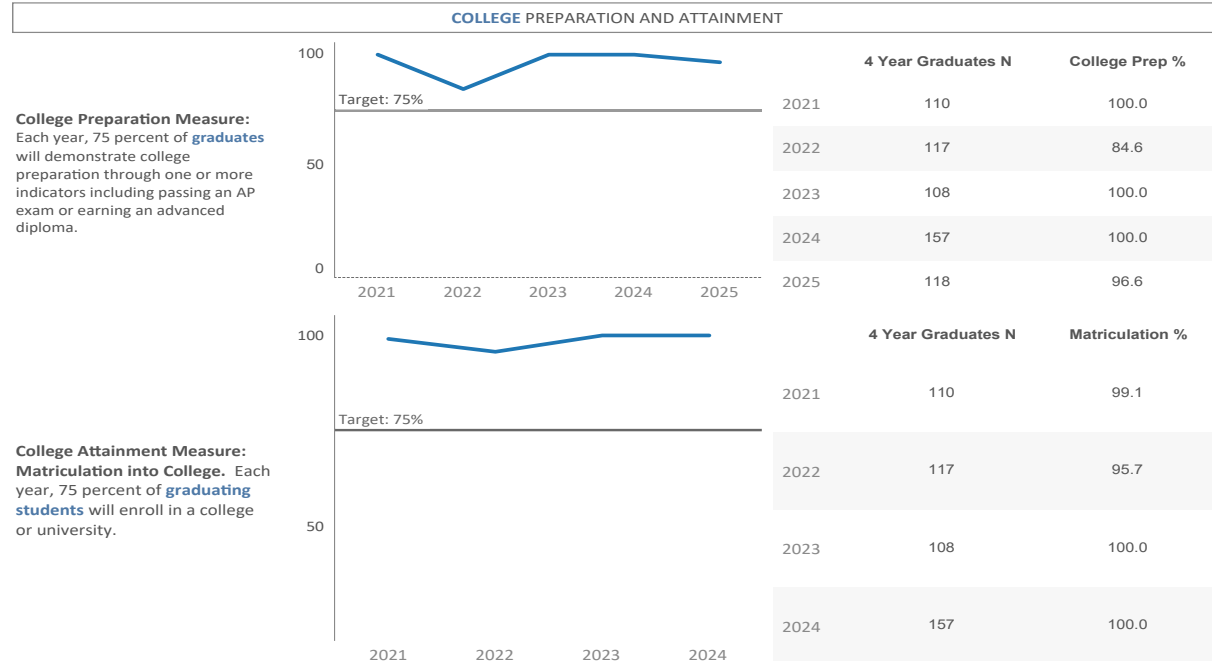
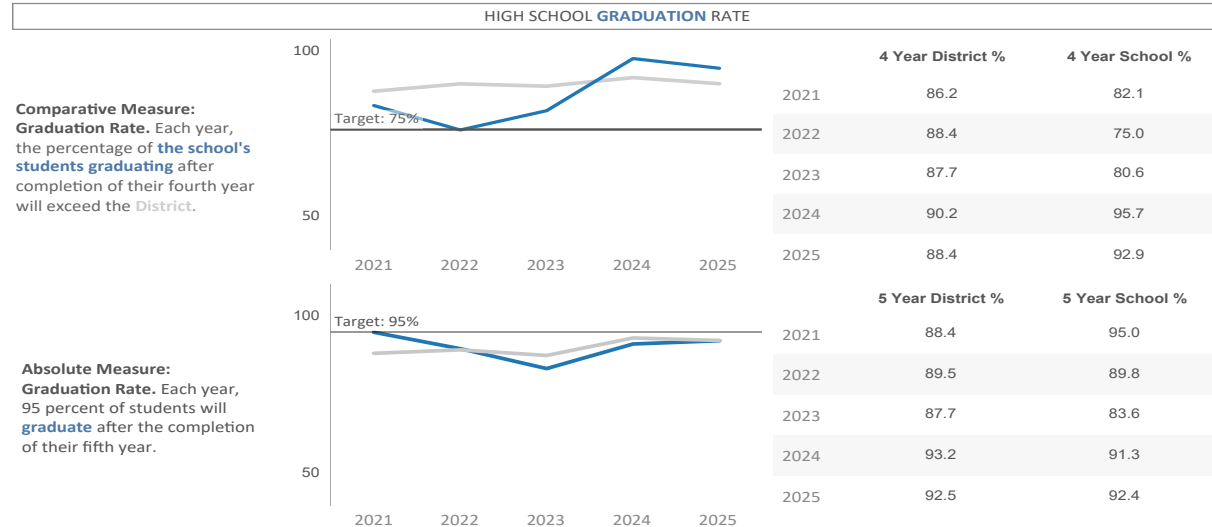
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ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - HARLEM 1

Manhattan CSD 3



High school outcomes reported above reflect information from the NYSED report card database and data submitted by the school to the Institute. Outcomes for 2023-24 and 2024-25 are pending final validation by the Institute.



ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - SOUTH JAMAICA

Queens CSD 27

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.</p>					2022	3-4	42	66
					2023	3-4	46	84
					2024	3-4	45	80
					2025	3-4	56	97
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-4	61.2	1.29
					2023	3-4	60.3	1.92
					2024	3-4	64.9	1.81
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	53.7		
					2024	42.9		
				2025	62.0			
MATHEMATICS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.</p>					2022	3-4	42	91
					2023	3-4	53	97
					2024	3-4	56	99
					2025	3-4	61	100
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-4	61.2	2.71
					2023	3-4	60.3	2.90
					2024	3-4	64.9	3.02
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in mathematics.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	55.6		
					2024	62.3		
				2025	50.9			



ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - SOUTH JAMAICA

Queens CSD 27

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**.

N/A

TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	180	179	171	171	180	180	188	190
School Tested %	100.0	99.4	98.8	99.4	98.4	98.4	98.4	99.5
District Tested %	88.4	90.0	86.6	89.8	83.2	88.3	84.9	87.3

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	31	31	31	31	38	37	35	36
School % Proficient on Exam	41.9	67.7	48.4	83.9	63.2	97.3	85.7	97.2
District % Proficient	15.2	21.3	18.9	30.4	18.3	29.3	26.3	36.8

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	23	17	23	26
School % Making Progress	43.5	29.4	39.1	7.7

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".

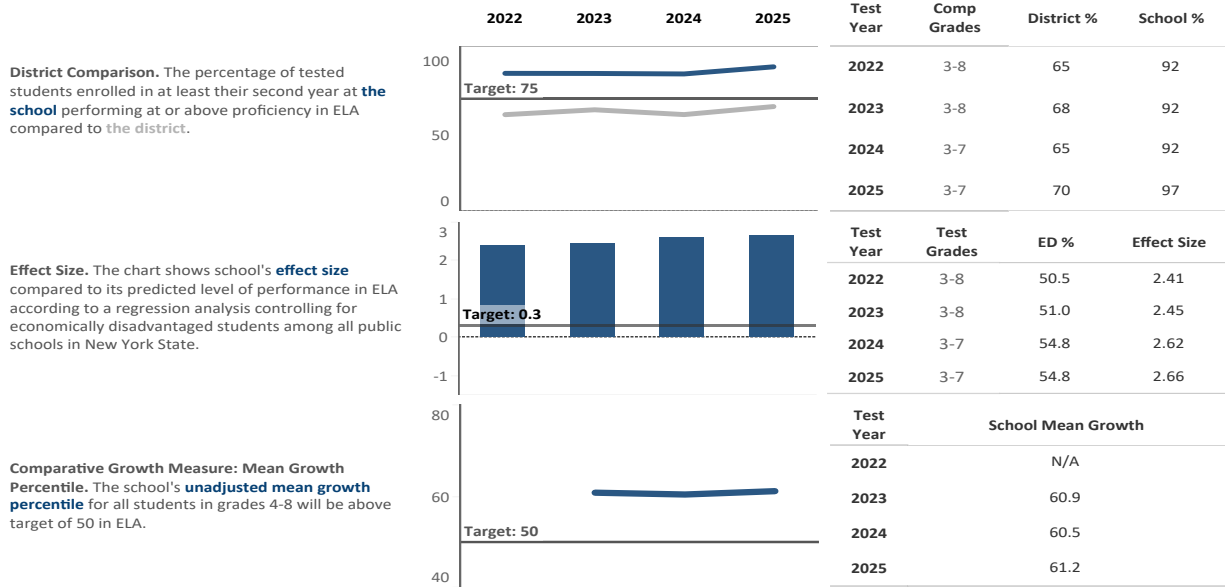


ACADEMIC PERFORMANCE

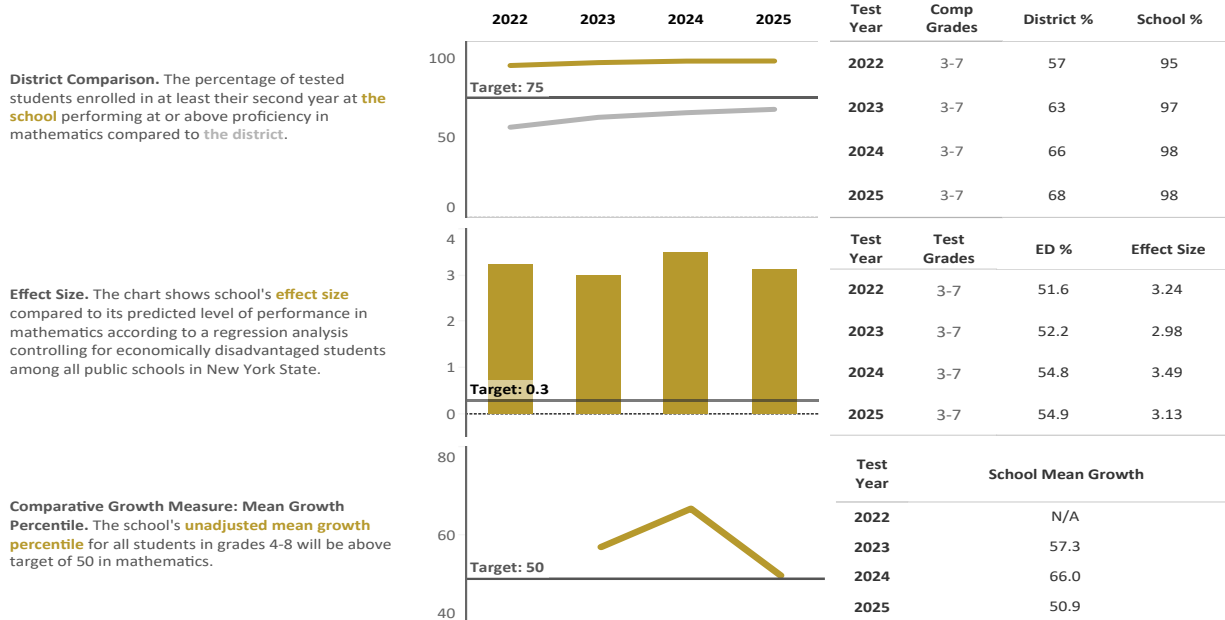
SUCCESS ACADEMY CHARTER SCHOOL - UPPER WEST

Manhattan CSD 3

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



MATHEMATICS ACCOUNTABILITY PLAN GOAL



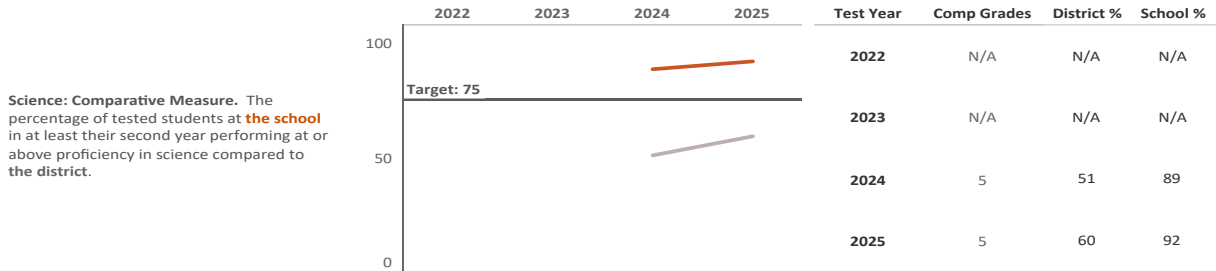


ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - UPPER WEST

Manhattan CSD 3

SCIENCE ACCOUNTABILITY PLAN GOAL



Science: Comparative Measure. The percentage of tested students at the school in at least their second year performing at or above proficiency in science compared to the district.

TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	665	668	730	729	717	810	675	817
School Tested %	99.6	100.0	99.9	99.9	88.3	99.8	81.2	98.3
District Tested %	92.1	92.0	85.7	90.6	85.9	89.8	87.9	89.2

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

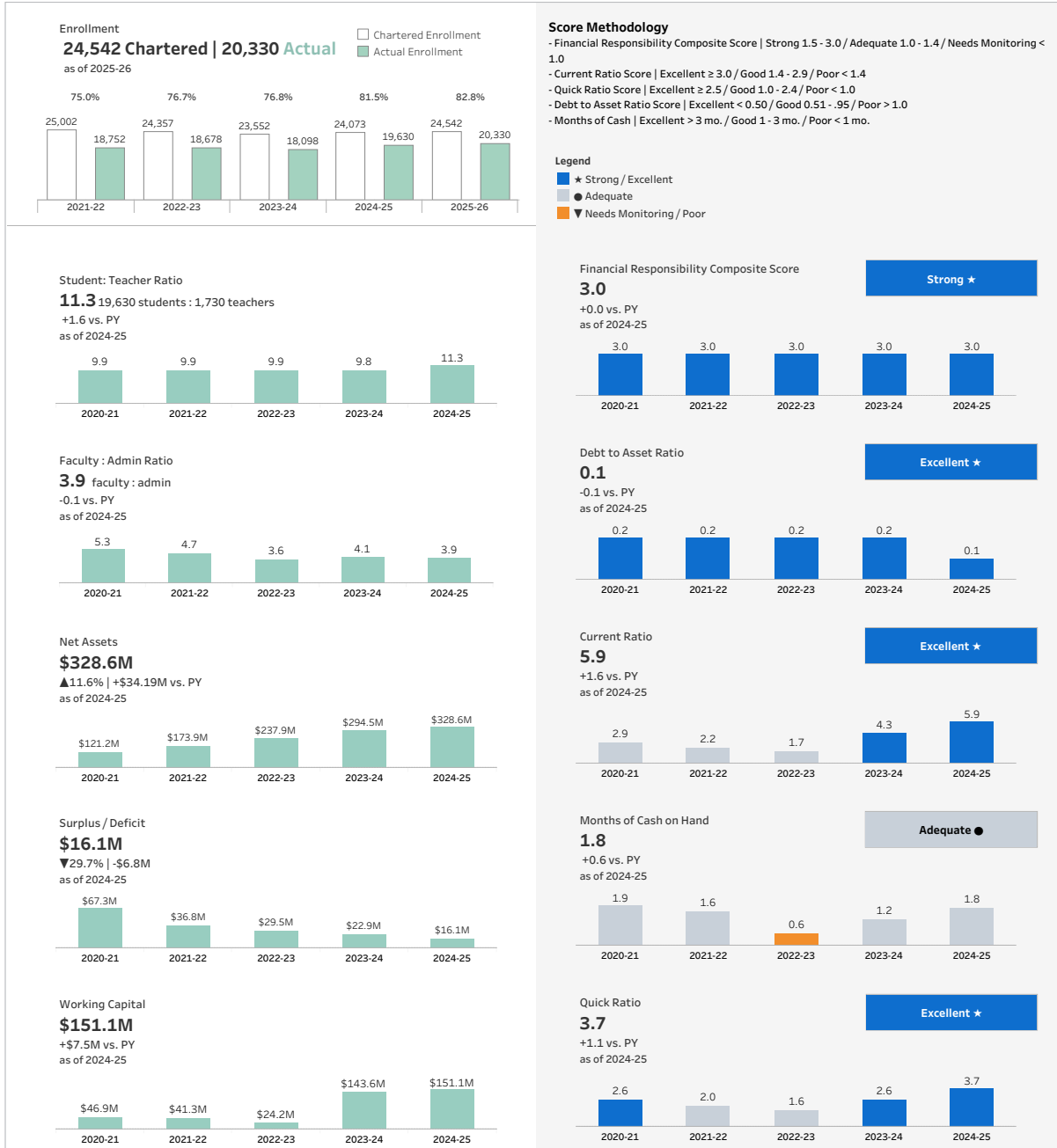
	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	108	90	123	111	133	133	126	127
School % Proficient on Exam	65.7	77.8	72.4	84.7	76.7	88.7	85.7	89.0
District % Proficient	32.0	25.9	37.3	35.6	35.3	41.3	42.8	42.1

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	33	27	22	26
School % Making Progress	57.6	44.4	63.6	46.2

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOLS - NYC



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 1



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 3



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL – BUSHWICK



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - FAR ROCKAWAY



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

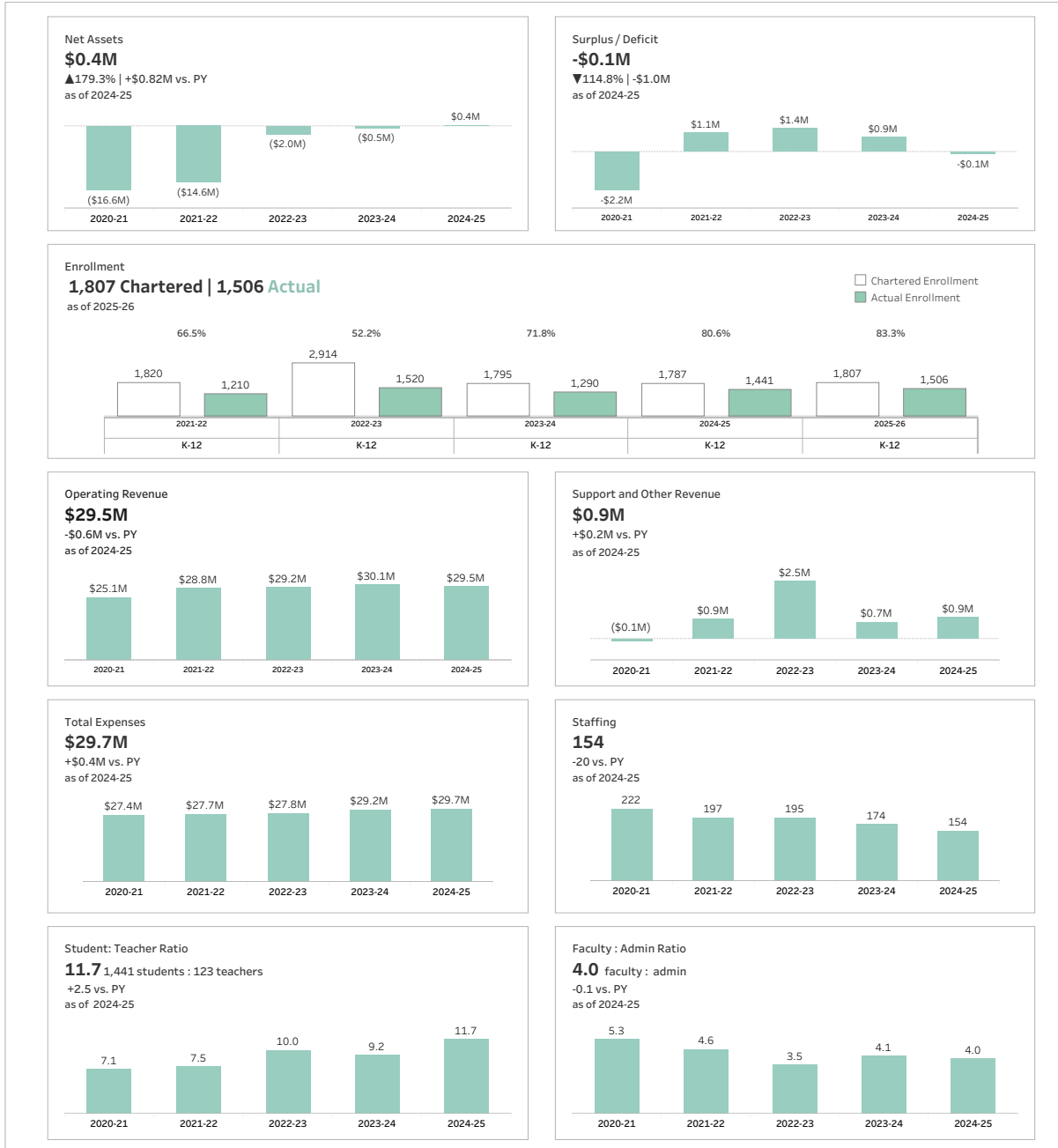
SUCCESS ACADEMY CHARTER SCHOOL – FLATBUSH



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - HARLEM 1



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - SOUTH JAMAICA



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - UPPER WEST



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

COMPLIANCE REPORTING



HAS EACH SCHOOL DUE FOR RENEWAL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

SUCCESS ACADEMY CHARTER SCHOOLS - NYC

Annual Reports

The education corporation submitted annual reports on behalf of its schools to the Institute and the New York State Education Department (“NYSED”) on time and has posted past reports on its website, but the education corporation has not posted all components of the August 1st submission including the Accountability Plan Progress Report (“APPR”) and the independent financial audit by the date of submission as required by the Act. The Institute will ensure compliance prior to the start of the next charter term.

Open Meetings Law

The education corporation does not post materials and minutes for its board meetings as required under the Open Meetings Law. The Institute will ensure compliance prior to the start of the next charter term.

Teacher Certification

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (“STEM”) or career and technical education courses.

The network partners with Touro University to offer the Transitional B Certificate in Elementary Special Education. The network supports covering tuition costs while the teacher remains employed by SACS NYC. In addition, the network conducts targeted outreach with early childhood and middle school certification programs, including New York University, Columbia University, University of Delaware, Vanderbilt University, Syracuse University, Boston College, and SUNY Binghamton University, while also targeting Teach for America alumni events and conferences and similar programs.

At the time of the renewal review, Success Bed Stuy 1 employed 27 lead teachers. Of the 27 lead teachers, seven were uncertified, which is within the allowable limit. Four of the seven uncertified teachers met the appropriate qualifications under the Act.

COMPLIANCE REPORTING

At the time of the renewal review, Success Bed Stuy 3 employed 18 lead teachers. Of the 18 lead teachers, seven were uncertified, which is within the allowable limit. One of the seven uncertified teachers met the appropriate qualifications under the Act.

At the time of the renewal review, Success Bushwick employed 19 lead teachers. Of the 19 lead teachers, four were uncertified, which is within the allowable limit. All four uncertified teachers met the appropriate qualifications under the Act.

At the time of the renewal review, Success Far Rockaway employed 25 lead teachers. Of the 25 lead teachers, seven were uncertified, which is within the allowable limit. Two of the seven uncertified teachers met the appropriate qualifications under the Act.

At the time of the renewal review, Success Flatbush employed 21 lead teachers. Of the 21 lead teachers, 13 were uncertified, which is within the allowable limit. Four of the 13 uncertified teachers met the appropriate qualifications under the Act.

At the time of the renewal review, Success Harlem 1 employed 33 lead teachers. Of the 33 lead teachers, 30 were uncertified, which is 15 over the allowable limit. Twenty-two of the 30 uncertified teachers met the appropriate qualifications under the Act.

At the time of the renewal review, Success South Jamaica employed 16 lead teachers. Of the 16 lead teachers, five were uncertified, which is within the allowable limit. Three of the five uncertified teachers met the appropriate qualifications under the Act.

At the time of the renewal review, Success Upper West employed 11 lead teachers. Of the 11 lead teachers, none were uncertified, which is within the allowable limit.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

To report on parent satisfaction with each school's program, the Institute used satisfaction survey data and data regarding persistence in enrollment.

Parent Survey Data

The Institute compiled data from SACS NYC's annual family survey. The 2024-25 results for each charter under renewal consideration are as follows:

For Success Bed Stuy 1, 64% of families responded to the survey with an 88% satisfaction rate.

For Success Bed Stuy 3, 64% of families responded to the survey with an 83% satisfaction rate.

For Success Bushwick, 68% of families responded to the survey with a 92% satisfaction rate.

For Success Far Rockaway, 60% of families responded to the survey with an 80% satisfaction rate.

For Success Flatbush, 53% of families responded to the survey with an 89% satisfaction rate.

For Success Harlem 1, 57% of families responded to the survey with an 85% satisfaction rate.

For Success South Jamaica, 63% of families responded to the survey with an 83% satisfaction rate.

For Success Upper West, 66% of families responded to the survey with a 92% satisfaction rate.

Public Comments

In accordance with the Act, the Institute notified the district in which the schools are located regarding the schools' Applications for Charter Renewal. A summary of any district and public comments appears below.

The NYCDOE held its required hearing on the renewal application for Success Bed Stuy 1, Success Bed Stuy 3, Success Bushwick, and Success Far Rockaway on December 10, 2025. No one spoke in opposition to or in support of the renewal application, and the Institute has not received any written comments.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

The NYCDOE held its required hearing regarding the renewal application for Success Flatbush, Success Harlem 1, Success South Jamaica, and Success Upper West on December 9, 2025. One member of the public asked why Success South Jamaica is reducing its chartered enrollment despite growth in Southeast Queens, but the community member clarified that she was not speaking in opposition to or in support of the renewal application.

Enrollment and Retention

The schools under renewal review make good faith efforts to meet their enrollment and retention targets. The network supports schools in their recruitment efforts and closely monitors which schools need to improve recruitment efforts for specific subgroups of students.

Persistence in Enrollment

An additional indicator of parent satisfaction is persistence in enrollment. In 2024-25, 74% of SACS NYC students returned from the previous year. Student persistence data from previous years of the charter term is available below.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.



COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

ENROLLMENT AND RETENTION TARGETS

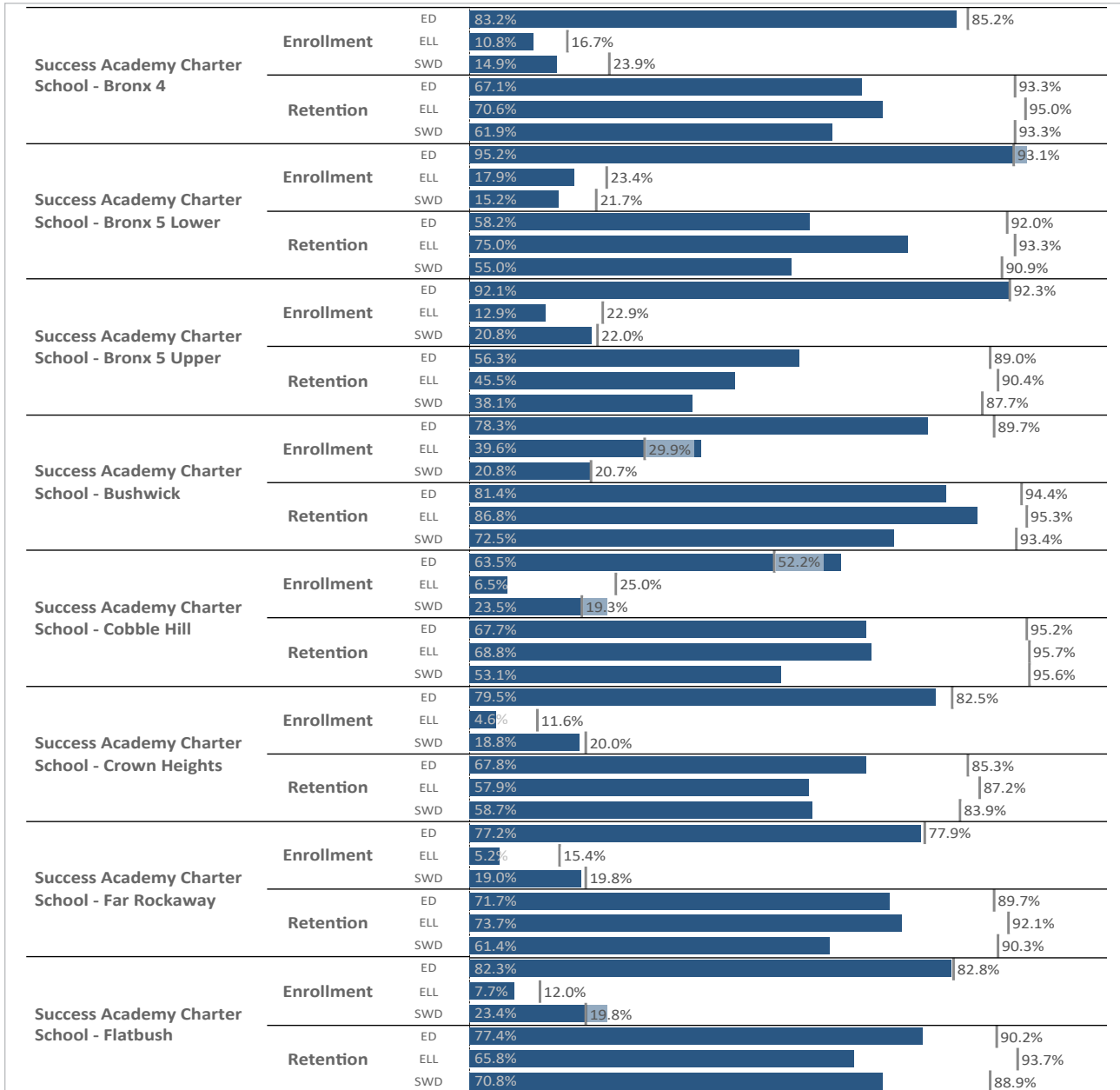
Success Academy Charter School - Bed Stuy 1	Enrollment	ED	68.9%	75.1%
		ELL	5.0%	14.4%
		SWD	15.3%	21.5%
	Retention	ED	73.4%	90.4%
		ELL	73.3%	91.7%
		SWD	64.3%	89.6%
Success Academy Charter School - Bed Stuy 2	Enrollment	ED	80.7%	65.5%
		ELL	6.7%	13.9%
		SWD	25.9%	20.3%
	Retention	ED	64.7%	86.7%
		ELL	77.8%	88.7%
		SWD	48.0%	86.5%
Success Academy Charter School - Bed Stuy 3	Enrollment	ED	74.7%	78.1%
		ELL	9.3%	6.3%
		SWD	17.6%	18.2%
	Retention	ED	69.7%	80.4%
		ELL	66.7%	84.5%
		SWD	67.6%	79.8%
Success Academy Charter School - Bensonhurst	Enrollment	ED	65.0%	76.2%
		ELL	26.2%	33.9%
		SWD	10.1%	20.6%
	Retention	ED	83.7%	95.7%
		ELL	81.1%	96.1%
		SWD	67.4%	95.1%
Success Academy Charter School - Bergen Beach	Enrollment	ED	64.8%	71.5%
		ELL	4.1%	20.1%
		SWD	17.1%	19.3%
	Retention	ED	74.3%	87.8%
		ELL	54.3%	90.3%
		SWD	68.2%	88.2%
Success Academy Charter School - Bronx 1	Enrollment	ED	86.0%	93.1%
		ELL	8.2%	22.4%
		SWD	18.7%	22.9%
	Retention	ED	73.7%	87.3%
		ELL	80.0%	88.9%
		SWD	61.9%	86.2%
Success Academy Charter School - Bronx 2	Enrollment	ED	89.8%	93.1%
		ELL	6.9%	27.7%
		SWD	19.9%	22.7%
	Retention	ED	70.4%	86.7%
		ELL	70.3%	87.9%
		SWD	69.9%	86.0%
Success Academy Charter School - Bronx 3	Enrollment	ED	81.4%	84.8%
		ELL	4.2%	17.8%
		SWD	16.8%	24.5%
	Retention	ED	74.6%	88.5%
		ELL	70.4%	89.3%
		SWD	70.3%	87.8%

The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recent enrollment and retention data supplied to the Institute by the education corporation.



COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

ENROLLMENT AND RETENTION TARGETS

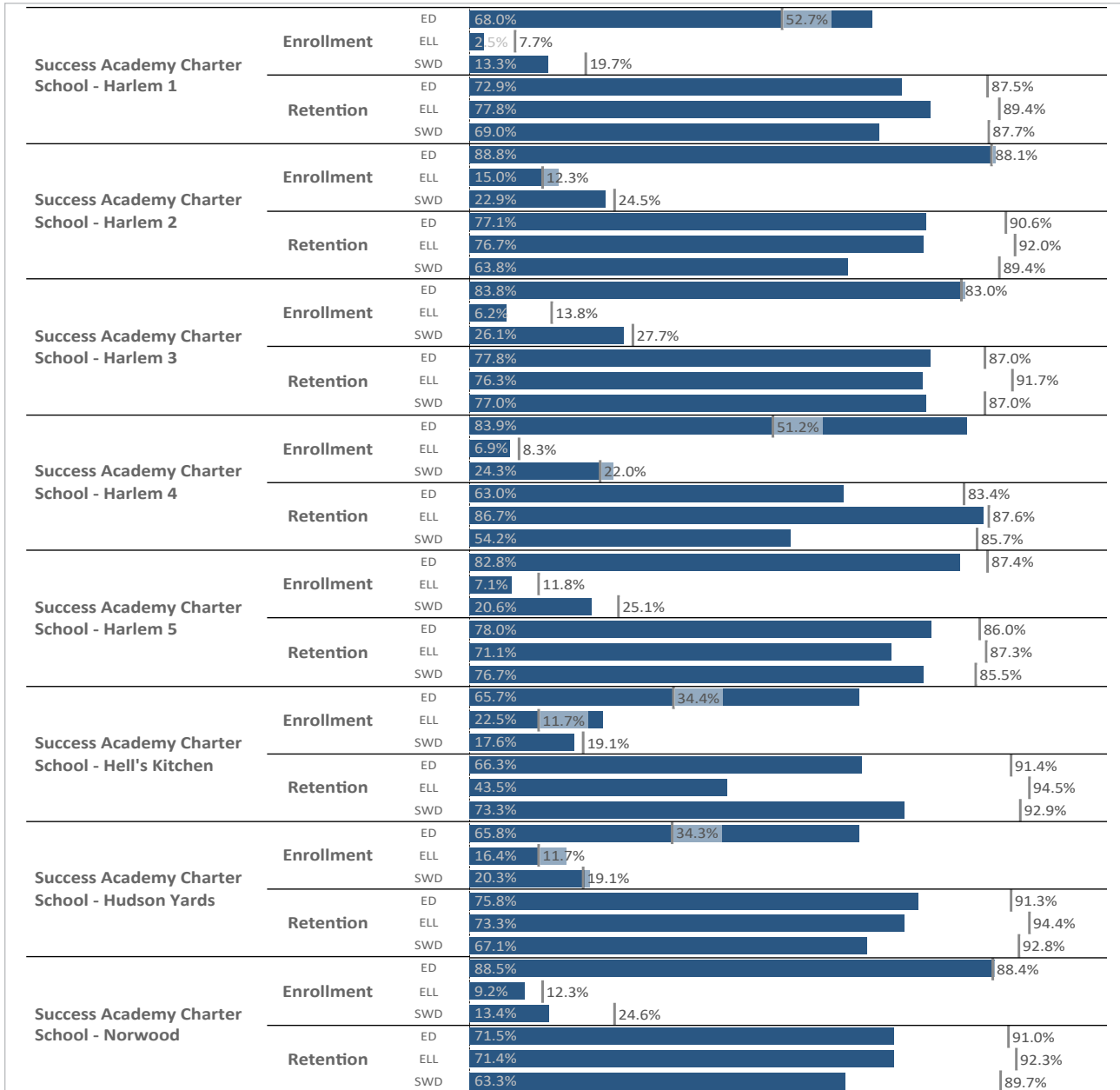


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COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

ENROLLMENT AND RETENTION TARGETS

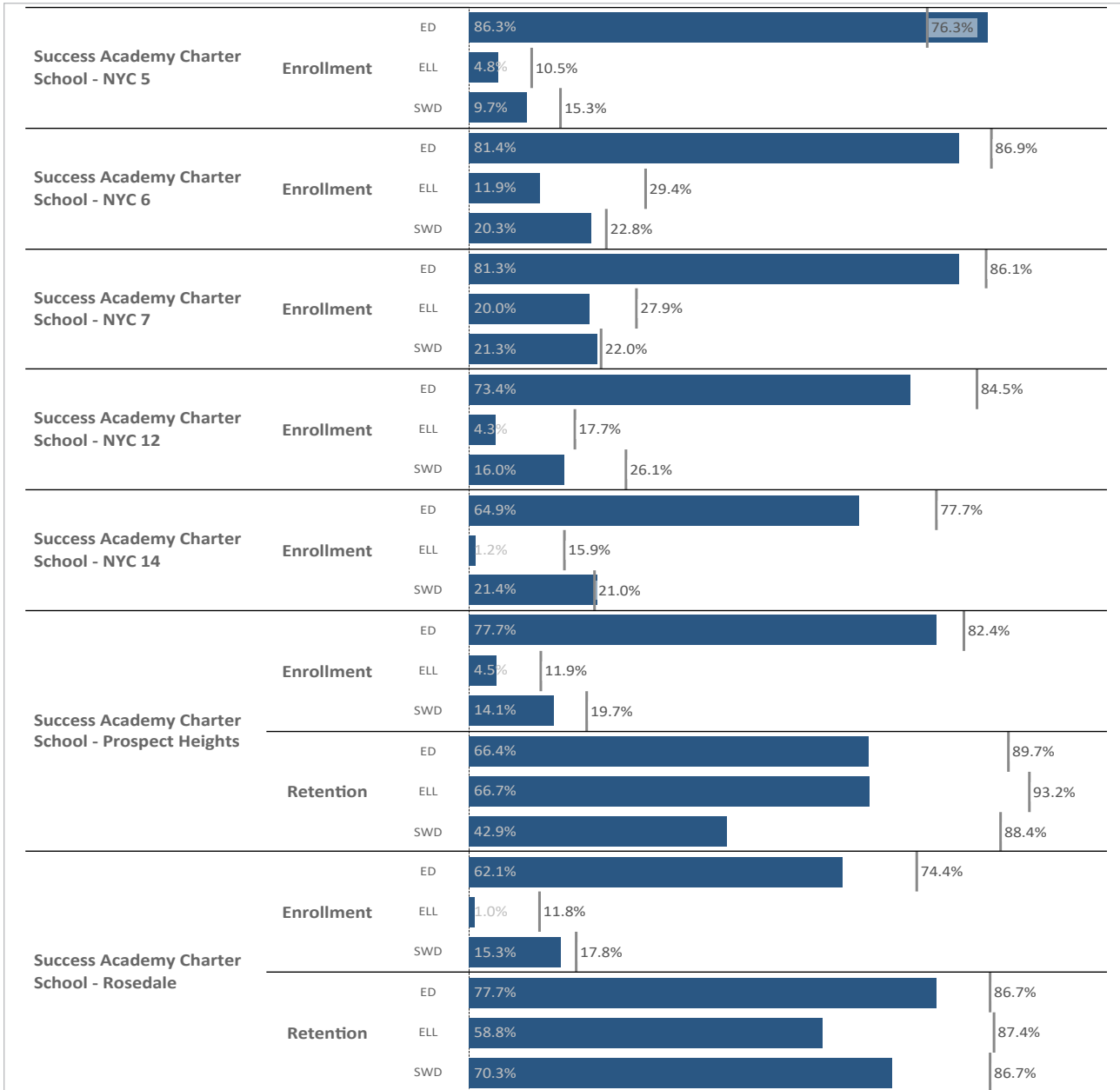


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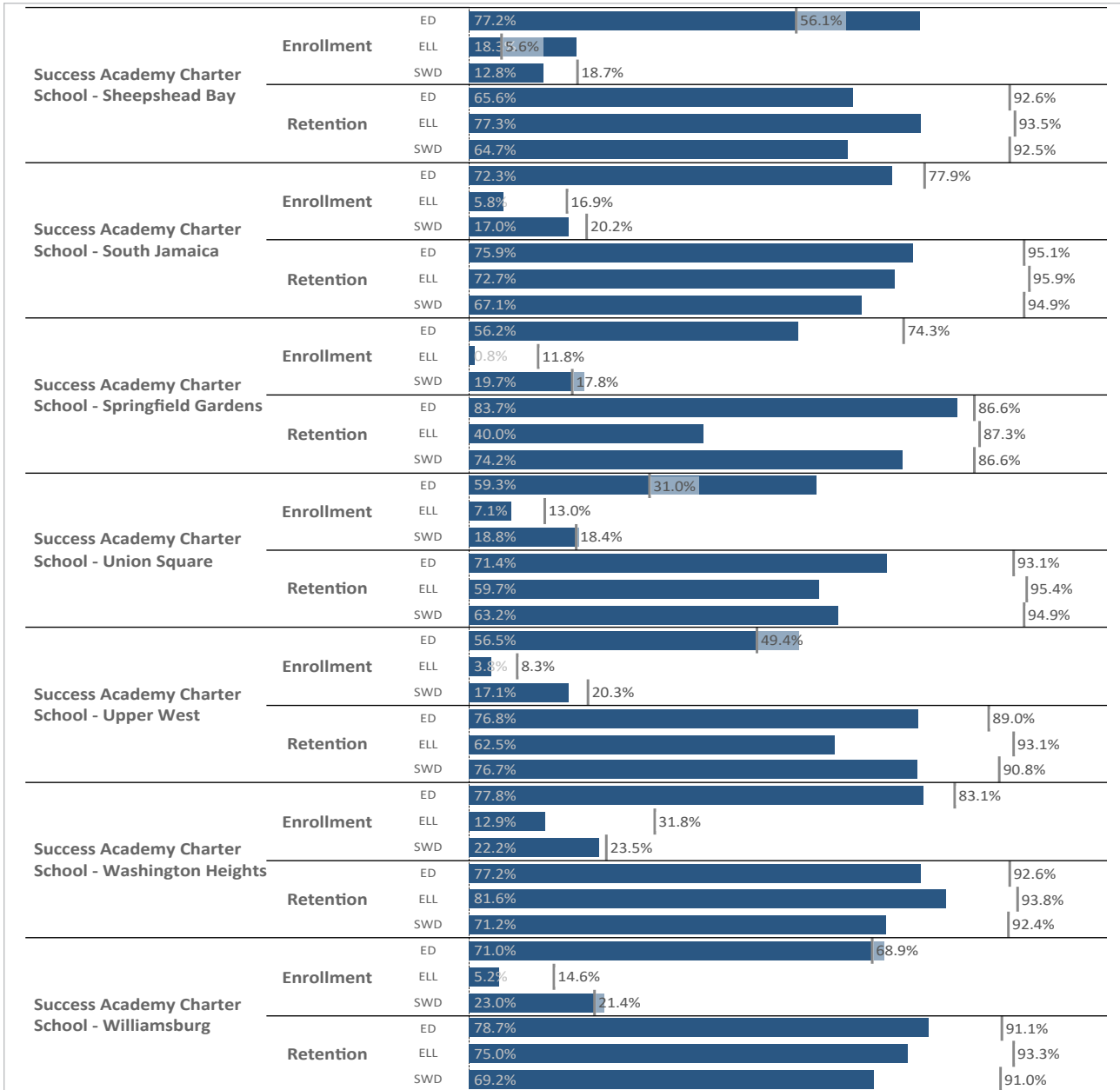


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COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

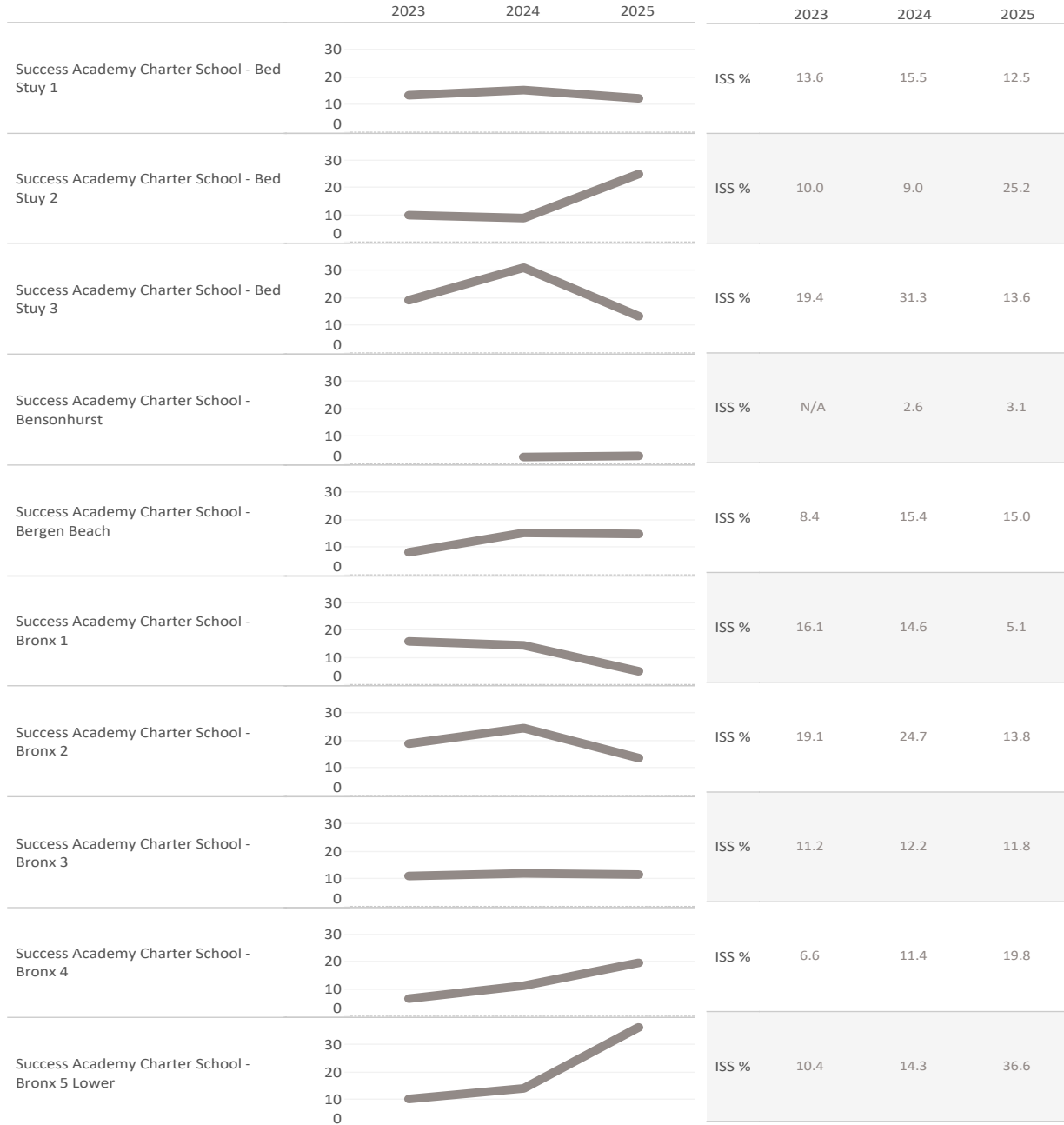
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COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

Suspensions: The education corporation's out of school suspension rate (OSS %) and in school suspension rate (ISS %).

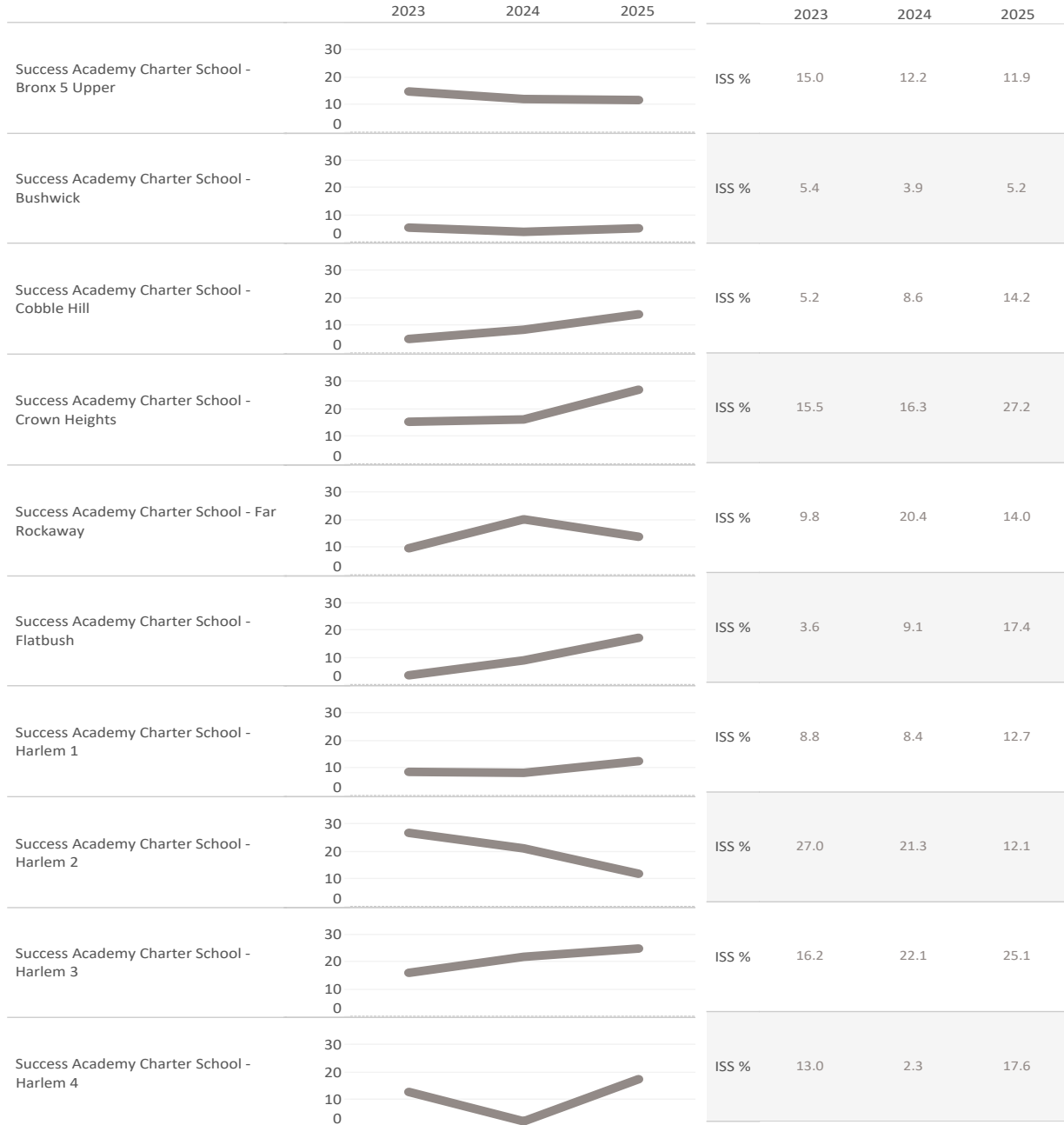


Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the most recent school year, the education corporation expelled 0 students.

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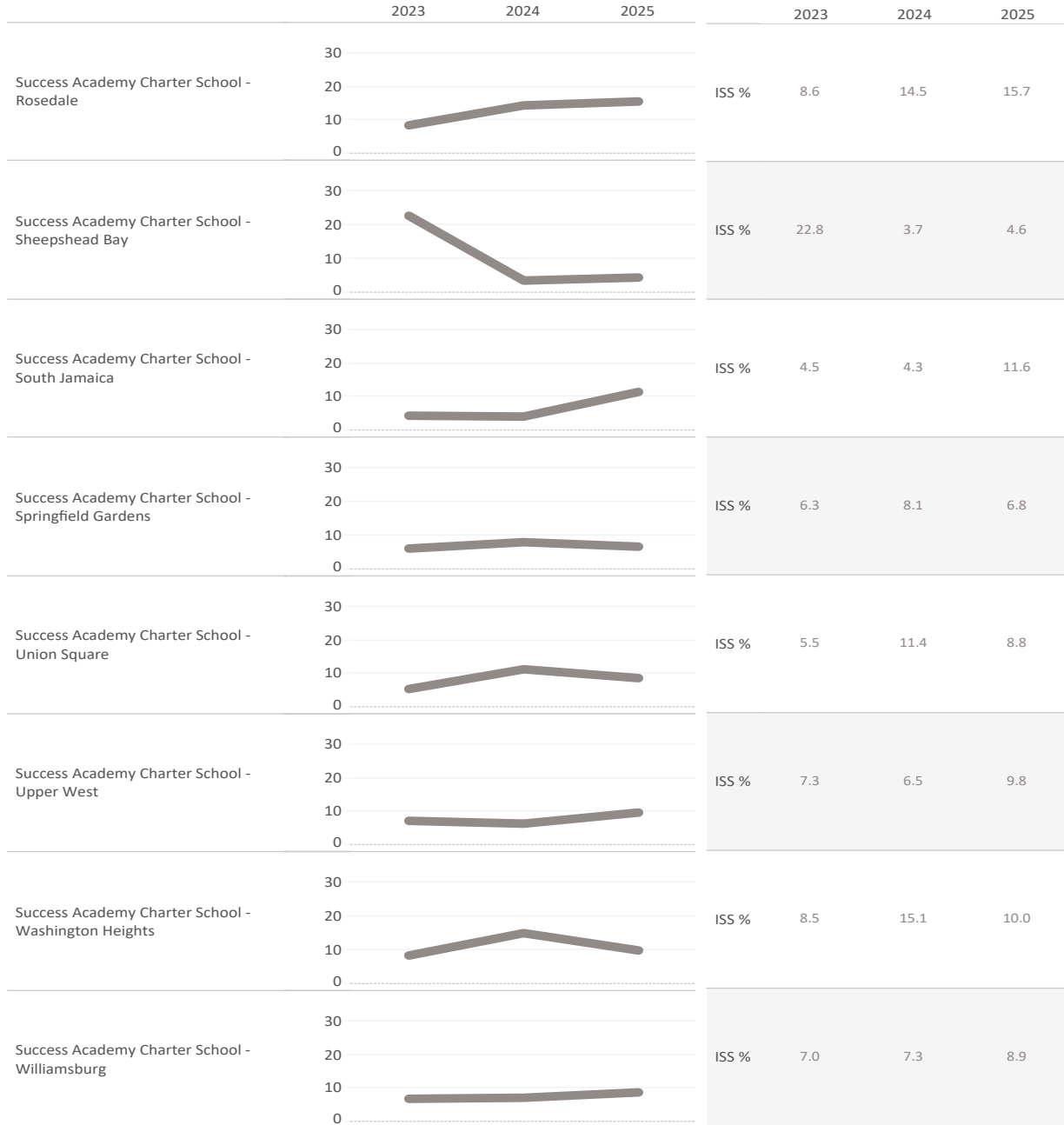
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